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## THE LATIN COLUMN

## LIST OF HONOR STUDENTS

**A**SHEVILLE High School.....W. J. Cocke, Jr.  
 Charlotte High School.....F. G. Robinson  
 Durham High School.....J. M. Saunders  
 Henderson High School.....A. J. Finch  
 Lincolnton High School.....W. S. Jenkins  
 Mason Cross High School (Laurinburg).....P. C. Gibson  
 Spencer High School.....R. B. Kesler  
 Wilmington High School.....E. Westbrook

This list gives only freshmen who entered the University in the fall and won high grades in the first college course in Latin. Of the schools which prepared these students Henderson and Wilmington last year also sent to the University honor men. It is hoped that all these schools will repeat next year, and that others will be added to the list.

This recognition is given because only good training in the high school will usually enable a student to get a high grade in his first term's work.—G. A. H.

## CICERO IN THE HIGH SCHOOL

**T**HE catalogue of the University of North Carolina lists Cicero's four orations against Catiline as a Latin entrance requirement; but an equivalent amount of text in other orations will be acceptable, as Cicero's speeches for the purpose of translation may be considered equal to each other in quality. The old motto, variety is the spice of life, is here applicable. To spend a year, or a good part of it, on the one topic of Catiline's conspiracy is too much. For the Fourth Catilinarian the *Pro Marcello* would prove an excellent substitute. In defending Marcellus Cicero speaks before Caesar when Caesar is dictator of the Roman world, and he brings out interesting phases of the conditions of the time, his own personality and Caesar's. Not the least merit of the speech is that it presents to the student Caesar and Cicero together as contemporaries, a fact often not noticed by the student reading Caesar one year and Cicero the next. The speech for Archias, Cicero's well-known praise of the worth of literature, is another good choice. Many editions give it; at least one on the State list of approved high school textbooks gives the *Pro Marcello*.—G. A. H.

## A BIT OF TACITUS

**T**HE explanation of the popularity of certain new books like "The Mirrors of Downing Street" and "The Mirrors of Washington" may be found in the

implications of a remark of Tacitus, ancient and true to human nature now as then: *At nunc narratur mihi vitam defuncti hominis venia opus fuit, quam non petissem incusaturus*; which, being interpreted, reads: "But now, as I was intending to write a biography in praise of a man who had died, I needed the kind permission of the reading public, for which I would not have asked if I had intended to attack him."—G. A. H.

## LATIN VOCABULARIES

**T**HERE is a good field open for study by some enterprising Latin teacher with the purpose of suggesting a list of modern English and American meanings for Latin words. This is not a matter of accuracy of meaning, but of the suitability of the English word to be used for the Latin. In smaller dictionaries and in vocabularies given in high school text-books modern words are wanted. Ordinarily a commonly used word of modern English, which will best represent the meaning of the Latin word, should be used, and given first in order. The list below, selected almost at random from a small dictionary and a vocabulary in the back of text-book, gives a fair illustration of the room for improvement: *avidus* = longing eagerly; *annosus* full of years; *nitor* = to strive; *frustra* = in vain; *ita* = in this manner, in this wise, thus; *verecundia* = shamefastness; *vero* = in truth; *viator* = wayfarer; *vestis* = a covering for the body; *iracundia* = a proneness to anger. The meanings here given are those which are printed first in the lists from which they are selected. This list could be easily extended. Teachers who find their text-books burdened with such "old-fashioned" terms, will naturally help their students on to more natural English. "Modern" vocabularies will make things better and more easy for teacher and student and the teaching of Latin.—G. A. H.

## THE VALUE OF CLASSICAL LEARNING

**A**PROMINENT newspaper some time ago printed the following verse, which seems worth quoting; but even *The Latin Column* cannot vouch for the success of this curriculum in every case:

I took a course in Tacitus at Yale,  
 I took a year of early Latin dramas,  
 I spent a lot of papa's hoarded kale  
 And eke a goodly quantity of mamma's.  
 My elder brother scorned the chance to get  
 A knowledge of the classic poetasters;  
 And he is hardly self-supporting yet,  
 While I've an income strikingly like Astor's!

CHILDE ROLAND.